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ABSTRACT

A description of the general characteristics of Lake Land College students is presented. Academic and socioeconomic characteristics and special educational needs and educational aspirations are included. The first item analyzed was the net family income, which was found to be slightly lower for vocational-technical students than for college transfer students. Educational background of fathers of college transfer students is significantly higher than that of fathers of vocational-technical students, but the educational background of the mothers is similar for both groups. Data results show that the student body at Lake Land College is composed of students who have weak academic backgrounds as well as students who have outstanding and average backgrounds. Lake Land students seem to have similar needs as the average of all Illinois, public, two-year college students. A majority indicated interest in receiving either a two- or four-year college degree. (CK)

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PROFILE OF LAKE LAND COLLEGE STUDENTS

1972

A SUMMARY DESCRIPTION OF

SOCIO-ECONOMIC CHARACTERISTICS

ACADEMIC CHARACTERISTICS

SPECIAL EDUCATIONAL NEEDS

EDUCATIONAL ASPIRATIONS

ENROLLMENT STATISTICS

JC 730 033

BY:

IVAN J. LACH AND CHARLES OLSON

OFFICE OF ADMISSIONS, RECORDS AND RESEARCH

LAKE LAND COLLEGE

MATTOON, ILLINOIS 61938

December 26, 1972

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 23 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

PREFACE

This is an attempt to describe the general characteristics of Lake Land College students in a summary form. Academic characteristics as well as socio-economic characteristics are reported. In addition, the special educational needs and the educational aspirations are included.

The contents include parts of separate research studies which were completed by several staff members of Lake Land College and ACT reports.

Ivan J. Lach, Director
Admissions, Records &
Research
December 26, 1972

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SOCIO-ECONOMIC CHARACTERISTICS

Socio-Economic Characteristics of Lake Land College Students

Introduction

Information about the socio-economic backgrounds of students has been shown to be a very relevant factor in determining the educational motivation and success of college students. Often educational institutions do not have programs or services which are designed for students from certain socio-economic backgrounds. Hence, socio-economic data is essential for planning programs and services that are appropriate for the particular needs of the students. This data is also necessary in the evaluation of present programs and services. In addition, the data is used for the preparation of financial-aid grant requests from state and federal agencies.

Method

To obtain the necessary data a family information form was designed to be completed by the parents and either mailed in or brought in by the student at registration. In order to assure the parents that the information would not be misused, an anonymous questionnaire was used. 1473 of these socio-economic questionnaries were turned in during the fall registration held in September 1972. The 1473 forms represented 86% of the 1709 day students. This percentage represents an adequate sample of the student body for the purposes of this study.

Analysis of the Data

The first item that was analyzed was the net family income reported. A comparison between college transfer students and vocational-technical students was made possible by the use of a different color form for each group. Table 1 shows the response to this item for each group and for both groups combined. The table shows the number of families and the percentage within each income bracket.

Table 1

Family Net Income of
Lake Land College Students

	College Transfer		Vocational-Technical		All Lake Land Students	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Less Than $3,000	39	5%	40	6%	79	6%
$3,000-$5,999	83	12	85	14	168	13
$6,000-$7,499	73	10	58	9	131	10
$7,500-$8,999	69	10	78	12	147	11
$9,000-$11,999	178	25	176	28	354	26
$12,000-$14,999	127	18	99	16	226	17
$15,000-$19,999	68	10	55	9	123	9
$20,000 & Above	69	10	40	6	109	8
TOTALS	706	100%	631	100%	1337	100%

A comparison of the family incomes of college transfer students and vocational-technical students shows that the family income of vocational-technical students was slightly lower than that of college transfer students. To illustrate this, 15 percent of the vocational-technical students come from families with an income

over $15,000 as compared to 20 per cent of the college transfers from this same level. Using a test of significance for two independent proportions (1,2) the difference of 5 per cent between these groups was statistically significant (3) at the .05 level.

In comparing the percentage of students who come from families with an income of less than $6,000, it is noted that 20 per cent of the families of vocational-technical students fall within this category as compared with 17 per cent of the college transfer group. Although this numerical difference exists, it is not statistically significant at the .05 level.

A comparison of family incomes of Lake Land College students with family income of students enrolled in all Illinois junior colleges (4) shows that the family income of Lake Land College students is slightly lower than the state averages. Table 2 shows the percentages of junior college students with family incomes in each of the catagories listed.

Table 2

Family Income of Students
Enrolled in Illinois Junior Colleges

$0,000 - $2,999	3 Per Cent
$3,000 - $4,999	7 Per Cent
$5,000 - $7,499	17 Per Cent
$7,500 - $9,999	23 Per Cent
$10,000 - $14,999	31 Per Cent
$15,000 - $19,999	10 Per Cent
$20,000 and above	9 Per Cent

Median Income - $10,000

Although some of the categories have different limits, the lowest category and the highest category are the same as those used by Lake Land College. Using these two categories it is noted that Lake Land has 6 per cent of the students with family income below $3,000, as compared to 3 per cent on a state average. This difference is statistically significant. (5) From the same data, we note that 8 per cent of Lake Land students have family incomes above $20,000 compared with 9 per cent statewide. This difference, however is not statistically significant.

Table 3 shows the comparison of median family incomes of college transfer students, vocational-technical students, and both groups combined. The median family income of $10,220 for Lake Land College students is somewhat higher than the median family income of approximately $10,000 as reported for all Illinois junior college students.

Table 3

Median Income of Parents of
Lake Land College Students

College Transfer	Vocational-Technical	All Lake Land College Students
$10,550	$9,940	$10,220

Table 4 shows the percentage of families in which both parents work.

Table 4

Per Cent of Families in
Which Both Parents Work

College Transfers	Vocational-Technical	All Lake Land College Students
44%	39%	41%

In attempting to determine the educational background of parents of Lake Land College students, the questionnaire asked for an indication of the number of years of education completed by the mother and by the father of each student. Table 5 shows the results of the responses to this item.

Table 5

Years of Education Completed by
Parents of Lake Land College Students

	College Transfer				Vocational-Technical				Total			
	Mother		Father		Mother		Father		Mother		Father	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
8 or less	107	14	132	18	89	14	148	23	196	14	280	20
9-11	119	16	105	14	103	16	114	18	222	16	219	16
12	365	49	322	43	335	51	287	44	700	50	609	44
13	52	7	52	7	55	8	36	5	107	8	88	6
14	38	5	64	9	39	6	25	4	77	5	89	6
A. A.	12	2	4	1	4	1	1	*	16	1	5	1
B. S.	37	5	39	5	23	3	29	4	60	4	68	5
M. S.	7	1	13	2	2	*	7	1	9	1	20	1
Ph.D.	3	1	7	1	7	1	5	1	10	1	12	1
	740	100	738	100	657	100	652	100	1397	100	1390	100

*Less than 1%

The comparison shows that the educational background of fathers of college transfer students is significantly higher than that of fathers of vocational-technical

students but that the educational background of the mothers is similar for both groups.

Table 6

Comparison of Educational Level of Parents of College Transfer Students with Parents of Vocational-Technical Students at Lake Land College

Education In Years	Mothers			Fathers		
	College Transfer	Vo-Tech	Difference	College Transfer	Vo-Tech	Difference
8 or less	14%	14%	0%	18%	23%	5%*
13 or more	20%	20%	0%	24%	16%	8%**

*Difference is statistically significant at the .05 level
**Difference is statistically significant at the .01 level

As noted in Table 6, this difference can be illustrated be comparing the proportion of parents with eight years of education or less and also the proportion of parents with more than a high school education for the college transfer and the vocational-technical students. A test of significance (6) shows that the difference in the proportion of fathers of college transfer students and the proportion of fathers of vocational-technical students in each category is statistically significant.

An additional item on the questionnarie requested information on the number of persons who currently live in the family unit. An approximation of the family unit size seems to show that the average family was composed of 3 to 4 children and two parents.

ACADEMIC CHARACTERISTICS

In an attempt to describe the academic ability of Lake Land College students, we will first utilize the data received from the American College Testing Program (ACT) tests. These tests are normally given to college bound students during their junior or senior year in high school, although they may be taken even after graduating from high school.

Table 7 shows a comparison of the mean scores on each of the ACT tests of Lake Land College students with that of all public, two-year college students in Illinois and all public, four-year college students in Illinois.

Table 7

ACT Scores of Lake Land College Freshmen Compared to Average Scores For All Freshmen at Illinois Public Two-Year Colleges and All Freshmen at Illinois Public Four-Year Colleges

	Lake Land College	Ill. Public 2-Year	Ill. Public 4-Year
English	16.90	17.1	20.9
Math	18.35*	17.9	23.4
Social Studies	17.55*	18.1	22.5
Natural Science	19.41	19.5	23.5
Composite	18.19	18.2	22.7

* Significantly different from state average.

This comparison shows that Lake Land College students scores at the same level on ACT tests as the average of all students in Illinois, public, two-year colleges. The slight differences on the English and Composite scores can be attributed to variance alone, while the Lake Land College students scored higher on the mathematics test and lower on the social studies test than the average of all community college students in Illinois.

Lake Land College students and Illinois Community College students scored significantly lower in all areas on the ACT test than did Illinois public, four-year college students. This result is logical since the public universities use the ACT test as an admissions criteria.

Table 8 shows the percentage of students in various score intervals on the ACT test. We see that 9 percent of Lake Land College students scored between 26 and 36 on the ACT composite. 19 percent of our students scored between 21 and 25 on this same measure, while 9 percent scored between 16 and 20 and 30 percent scored 15 percent or lower. We might also note that a larger percentage of students scored between 26 and 36 on some of the individual ACT tests. For example, 16 percent of our students scored in this area on the Math subtest, 10 percent on the Social Studies subtest and 12 percent on the Natural Science subtest. On the English subtest, however, only one percent of our students scored in the 26 to 36 range. A comparison of the percent of Lake Land College students in various score intervals on the ACT tests to that of all college bound students taking the ACT test shows that Lake Land College students score somewhat lower than the average of all college bound students. This is similar to the results found for most community college students. We must also note that we do have a small percent of our students that score as high as any other college bound group.

Table 8

Percent of Lake Land College Freshmen in Various Score Intervals on ACT Tests Compared to All College Bound Students

(1971-72 Freshmen)

	LAKE LAND COLLEGE SCORE INTERVALS				ALL ACT PARTICIPANTS SCORE INTERVALS			
	1-15	16-20	21-25	26-36	1-15	16-20	21-25	26-36
English	31	44	24	1	21	40	33	6
Math	34	31	19	16	26	28	25	21
Soc S.	37	24	29	10	21	24	34	21
Nat Sci.	21	42	24	12	20	28	25	27
Composite	29	40	25	5	19	33	34	14

Table 9 shows a detailed comparison of the ACT scores of Lake Land College students with that of all college bound students taking the ACT test in the nation during 1971-72. The results show that the LLC average is lower than that for all college bound students, which is what we would expect.

Table 9

Lake Land College Freshmen Compared To All College Bound Students

(1971-72 Freshmen)

	Lake Land College			All ACT Participants	
	Mean	S.D.		Mean	S.D.
English	16.90	5.07	English	18.88	4.88
Math	18.35	6.25	Math	19.63	6.75
Soc S.	17.55	6.40	Soc S.	20.30	6.25
Nat. Sci.	19.41	4.94	Nat. Sci.	20.80	6.18
Composite	18.19	4.48	Composite	20.03	5.04
Number of Students-372			Number of Colleges-425 Number of Students-307,489		

Table 10 shows a comparison of the average ACT scores received by Lake Land College freshmen from 1967 thru 1971. Little change is indicated from year to year. The average composite score in 1967 was 17.8 while in 1971 the average composite score was 18.2. Although this represents a slight increase we should note that the average composite score in 1969 was also 18.2. It seems safe to say that average ACT scores received by Lake Land College freshmen from year to year are fairly stable and within the range reported.

Table 10

Comparison Of ACT Scores Received By Lake Land College Freshmen

(From 1967-1971)

Year	Engl.	Math	Soc Sci.	Nat Sci.	Composite
1967	17.1	16.8	18.2	18.6	17.8
1968	16.8	16.2	17.9	18.3	17.4
1969	17.4	17.6	18.5	18.9	18.2
1970	17.4	18.3	18.4	19.3	18.5
1971	16.9	18.4	17.6	19.4	18.2

(All measures are standard scores.)

Also reported on the ACT results are the self-reported high school grades and averages. An average of those reported high school grades received shows that Lake Land College students had a high school grade point average of 2.31. This is slightly lower than the average of 2.65 reported for all college bound students. Again this is as we would expect for community college students. (See Table 11.)

Table 11

Lake Land College Freshmen Compared To All College Bound Students On High School Average (HSA) Based On Four Self-Reported Grades

(1971-72 Freshmen)

Lake Land College		All ACT Participants	
Mean	2.31	Mean	2.65
S.D.	0.66	S.D.	0.67

Academic Ability Based On Reading Scores

The reading ability of Lake Land College students can be determined by looking at the results received on the diagnostic reading test. All new students to Lake Land College have been taking this test as a part of the admissions

requirements for the past two years. The test is not used as a criteria of admissions, however, but only for placement purposes. The results of this testing show that 44 percent of Lake Land College students scored below the 25 percentile on this test. (See Table 12.) 72 percent of Lake Land College students scored below the 50 percentile on the diagnostic reading test. The percentile scores are based on a national sample of 16,604 college students.

The results shown on Table 12 indicate a need for additional reading instructions on the part of many of the students enrolled at Lake Land College. A special reading program is offered at Lake Land College for this purpose.

Table 12

Reading Ability of Lake Land College Freshmen
As Measured By The Diagnostic Reading Test

Total Raw Scores 100 Possible	National Percentile Rank (N-16,604)	Number of Students	Per Cent of Lake Land Students (1949)
10-57	10th and below	403	21 %
10-64	20th and below	746	38 %
10-66	25th and below	860	44 %
10-72	40th and below	1,181	61 %
10-76	50th and below	1,411	72 %
10-84	75th and below	1,786	92 %
10-100	100th and below	1,949	100 %

(Test given to all students new to Lake Land College as of May, 1971, through August, 1972.)

Academic Ability Based On High School Rank

An analysis of the academic ability of Lake Land College students based on high school rank in their graduating class shows that Lake Land College students represent the whole range of high school ranks fairly evenly. Table 13 shows that

20 percent of our freshmen came from the lowest quartile of their graduating class while 19 percent of the freshmen came from the top quartile. The remaining 61 percent of the freshmen came from the second and third quartile of their high school graduating class based on rank. These results show that the student body at Lake Land College is composed of students who have weak academic backgrounds as well as students who have outstanding academic backgrounds and a large proportion of students with average academic backgrounds. This seems to show that Lake Land College has programs for all students.

Table 13

Rank In High School Graduating Class of Fall 1972
Lake Land College Freshmen Shown By Quartile

	High School Rank In Percentile	Number of LLC Freshmen	Percent of LLC Freshmen
Lowest One Fourth	0-25	158	20 %
	26-50	236	29 %
	51-76	259	32 %
Highest One Fourth	76-100	148	19 %

(Based on 801 Freshmen for which high school rank was available.)

SPECIAL EDUCATIONAL NEEDS AND EDUCATIONAL ASPIRATIONS

Special Educational Needs And Educational Aspirations

In response to special assistance needed by students, Lake Land College students indicated that they needed most assistance in improving Math skills, improving study skills, improving writing skills and improving reading skills. This seems to be consistant with their measures of achievement in these areas. In addition, 38 percent of the students indicated that they needed assistance in choosing a major. 44 percent of Lake Land College freshmen wanted to be considered for an independent study program, whereas only 18 percent wanted to be considered for a freshmen honors program. A complete summary of the special educational needs of Lake Land College freshmen is shown on Table 14.

Table 14

Lake Land College 1971-72 Freshmen Special Educational Needs

	Total Frequency	Percentile
SPECIAL ASSISTANCE IS NEEDED IN-		
Choosing a major	155	38
Improving Reading Skills	166	41
Improving Math Skills	236	58
Improving Study Skills	218	54
Improving Writing Skills	204	50
WANTS TO BE CONSIDERED FOR-		
An Independent Study Program	180	44
A Freshman Honors Program	73	18
Advanced Placement In English	34	8
Advanced Placement In Math	42	10
Advanced Placement in Foreign Lg.	14	3

Number of students-405; No response to one or more items-90

Table 15 shows a comparison of the special educational needs of Lake Land College students to that of Illinois, public, two-year college students and Illinois, public, four-year college students. Of particular interest is the large percentage of students who are willing to admit that they need help in the five developmental areas. It is clear that all institutions of higher education, particularly the public two-year colleges, should provide remedial and enrichment opportunities for their students. The large percentage of college bound students who need help in choosing a major also has implications for needed counseling services at the college level.

Lake Land College students seem to indicate the same levels of special educational needs as the average of all Illinois, public, two-year college students. Of particular significance is the greater indicated special educational needs of community college students than that of four-year college students.

Table 15

Special Educational Needs Of Lake Land College Students
Compared To State College Bound Populations

(In Percentages)

	Lake Land College	Illinois Public 2 - Year	Illinois Public 4 - Year
Choosing a Major	38	41	34
Improving Reading Skills	41	38	28
Improving Math Skills	58	55	37
Improving Study Skills	54	50	35
Improving Writing Skills	50	44	36

Distribution Of Educational Aspirations

A majority of Lake Land College students indicated that they were interested

in receiving either a two year college degree or a four year college degree. As can be seen in Table 16, 38 percent of the students indicated that they aspired to achieve a bachelor's or equivalent degree. 34 percent indicated that they aspired to achieve a two year college degree. 12 percent hoped to complete one or two years of graduate or professional study. 9 percent of Lake Land College students wished to complete a certificate program consisting of less than two years.

Table 16

Lake Land College 1971-72 Freshmen

Distribution Of Educational Aspirations

	Frequency	Percentile
H.S. Diploma	1	0
Voc. Tech. or Certificate Program (Less than two years)	40	9
Two-Year College Degree	159	34
Bachelor's or Equivalent	179	38
One or two years grad or Professional Study (MA, MBA)	54	12
Dr. of Phil., Ed. (PH.D., ED.D.)	4	1
Doctor of Medicine or Dental Surgery (M.D. or D.D.S.)	5	1
Law Degree (LL.B. or J.D.)	2	0
Bachelor of Divinity (B.D.)	4	1
Other	18	4

Number of Students-466
No Response-29

THE STUDENTS ENROLLED AT LAKE LAND COLLEGE

Table 17 shows a comparison of educational aspirations of Lake Land College students with state and national college bound populations. The results show the heavier interest in one and two-year programs on the part of Lake Land College students as compared to state and national college bound students. However, a considerable number of Lake Land College students are interested in obtaining the Bachelor's Degree (38%) and in doing one or two years of graduate study (12%).

Table 17

Educational Aspirations Of Lake Land College Students Compared To State And National College Bound Population

(In Percentages)

	Lake Land College	Illinois	Nation
H.S. Diploma	1	1	1
Voc. Tech. or Cert. (less than 2 years)	9	4	3
Two-Year College Degree	34	17	14
Bachelor's Degree	38	39	44
One or Two Years of Graduate Study	12		
Dr. of Philosophy or Educ.	1	4	5
Dr. of Medicine or Dental Surgery	1	6	3
Law Degree	0.5	4	3
Other	04.5	7	6

Table 18 shows the proposed educational majors of Lake Land College students as indicated at the time that they took the ACT test compared with state and national averages. The results are fairly well in line with the state and national college bound populations except in areas such as trade, industrial and technical majors which we would expect Lake Land College students to choose at a higher rate.

Table 18

Proposed Educational Majors Of Lake Land College Freshmen Compared With State And National College Bound Populations

(In Percentages)

	Lake Land College	Illinois	Nation
Education	14	14	16
Social Science and Religion	7	9	10
Bus., Polit. and Persuas.	17	22	18
Scientific	4	7	7
Agriculture and Forestry	8	3	3
Health	10	15	10
Art & Humanities	7	12	12
Engineering	8	4	8
Trade, Industrial & Tech.	12	5	4
Other	1	1	1
Undecided	12	7	11

WHY STUDENTS COME TO LAKE LAND COLLEGE

One of the items on the ACT report shows why students chose to attend the particular college. Table 19 shows a comparison of the single most important factor in making a college choice of LLC students as compared to state and national college bound populations. Lake Land College students considered the factors of lower cost and location as more important than did the state or national college bound population. Of the other influences information given by high school counselor and information given by college admissions counselor were factors which influenced Lake Land College students significantly more than they did state and national college bound populations.

Table 19

Single Most Important Factor In Making College Choice Of Lake Land College Students As Compared To State & National College Bound Population

(In Percentages)

	Lake Land College	Illinois	Nation
I. INTELLECTUAL REPUTATION			
Intell. Atmosphere	1	3	3
Good Faculty	1	4	4
High School Standards	2	9	8
Special Curriculum	20	30	23
II. SOCIAL CLIMATE			
Social Opportunities	2	3	3
Good Athletic Program	3	3	3
Coeducational	1	0	1
III. FINANCIAL CONSIDERATIONS			
Low Cost	9	5	5
Financial Aid Offer	5	6	5
IV. LOCATION AND SIZE			
Location	19	10	15
Size	4	2	3
V. OTHER INFLUENCES			
Advice of Parents	4	5	5
Information given by H.S. teachers	2	1	2
Information given by H.S. cslr.	16	7	9
Coll. Admiss. Cslr.	6	4	4
Campus Visit or Tour	5	6	7

A SUMMARY OF ENROLLMENT STATISTICS

The following table shows the enrollment of Lake Land College students in the various programs offered by the college. Table 20 shows the number of freshmen and sophomores enrolled in each of these programs during the fall quarter of 1972.

Table 20

Fall 1972 Lake Land College
Enrollment By Programs

	Freshmen	Sophomore	Total
Associate in Arts	26	21	47
Associate in Science	296	187	483
Associate in General Studies	203	88	291
Associate in Applied Science	430	280	710
One-Year Certificate Programs	137	15	152
Adult Education	___	___	1076
		TOTAL	2759

Table 21 shows a summary of the enrollment by schedule type, residence, sex, marital status, new status and class.

Table 22 shows the number of students enrolled from each of the in-district high schools and a total number of students enrolled from out-of-district high schools and out-of-state high schools. As can be seen, 980 students are enrolled from in-district high schools. The 1014 students with unlisted high school ACT numbers are the evening students who do not report the high school from which they graduated. Table 23 shows the number of students enrolled at Lake Land College from the various counties in Illinois.

Table 21

SUMMARY OF LAKE LAND COLLEGE ENROLLMENT STATISTICS FOR FALL QUARTER 1972

SCHEDULE TYPE		
Day Attendance		1589
Evening Attendance		1050
Both		120
	TOTAL	2759
RESIDENCE		
In-District		1966
Out-of-District		789
Out-of-State		4
	TOTAL	2759
SEX		
Male		1530
Female		1229
	TOTAL	2759
MARITAL STATUS		
Single		1708
Married		935
Widowed or Divorced		116
	TOTAL	2759
NEW STATUS		
Continuing		1155
New		1225
Transferred - New		132
Readmitted		247
	TOTAL	2759
TRANSFER STUDENTS		
Four-Year College or University (other types)		206
Junior College		238
	TOTAL	444
CLASS		
Freshmen		1106
Sophomore		581
Unclassified		1072
	TOTAL	2759

Table 22

HIGH SCHOOLS REPRESENTED
AT LAKE LAND COLLEGE
IN - DISTRICT

HIGH SCHOOLS	NUMBER
Beecher City	17
Casey	47
Charleston	89
Cowden-Herrick	9
Cumberland	49
Dieterich	15
Effingham	97
Effingham - St. Anthony	43
Kansas	11
Martinsville	35
Mattoon	240
Neoga	47
Oakland	19
Shelbyville	76
Stewardson - Strasburg	32
Sullivan	68
Teutopolis	41
Tower Hill	13
Westfield	6
Windsor	26
Total In-District	980
Attended Out-of-State High Schools	60
Unlisted High School ACT Numbers	1014

Table 23

1972 Enrollment By County

Lake Land College

Adams	2	Livingston	2
Bond	3	Logan	1
Bureau	1	Macon	156
Carroll	1	Macoupin	9
Champaign	5	Madison	8
Christian	48	Marion	6
Clark	160	Mason	2
Clay	1	Marshall	1
Coles	801	McDonough	1
Cook	39	McHenry	1
Crawford	1	McLean	18
Cumberland	156	Montgomery	4
DeKalb	1	Morgan	1
DeWitt	7	Moultrie	144
Douglas	62	Ogle	1
DuPage	5	Peoria	7
Edgar	97	Perry	2
Edwards	3	Piatt	6
Effingham	470	Randolph	2
Fayette	79	Richland	2
Ford	1	Rock Island	2
Franklin	2	Saline	1
Fulton	3	Sangamon	4
Grundy	1	Shelby	280
Hamilton	1	St. Clair	1
Hancock	1	Tazewell	3
Henderson	1	Vermillion	8
Iroquois	18	Warren	3
Jasper	9	Washington	1
Jefferson	2	Wayne	2
Kane	2	Will	1
Kankakee	5	Williamson	1
Knox	2	Winnebago	5
Lake	3	Whiteside	2
LaSalle	6		
Lawrence	1		
Lee	1		

FOOTNOTES

FOOTNOTES

[1] Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970.

[2] To test for a significant difference between two independent proportions the following statistical formula was used:

$$z = \frac{P_1 \quad P_2}{P_1 - P_2 \quad \sqrt{\left(\frac{f_1 + f_2}{n_1 + n_2}\right)\left(1 - \frac{f_1 + f_2}{n_1 + n_2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

[3] In comparing the proportion of vocational-technical students and college transfer students with family incomes of $15,000 or more:

$z = 2.46$ which is significant at the .05 level

[4] Illinois Junior College Board, "Junior College Student Characteristics Research Report for 1970-71", November 1971.

[5] Using the test for significance between a given proportion (the state results) and an obtained proportion (Lake Land College results) the following value of z was obtained:

$$z = \frac{P - a}{\sqrt{a\,(1 - a) \,/\, n}}$$

$z = 6.38$ (significant at the .01 level)

[6] Comparing the educational level achieved by fathers of college transfer students with that of fathers of vocational-technical students, the following z scores were obtained for each comparison:

	Fathers
Completed eighth grade or less	$z = 2.31$
Completed thirteen years or more	$z = 3.75$

APPENDIX

FAMILY INFORMATION FORM

_____ - _____ - _____ _____
Social Security No. Print Last Name First Middle

The information requested below is necessary for the college to comply with various federal reports and to participate in federally supported financial aid programs. All data will be used for statistical purposes only and will be held in strict confidence.

1. Put in the letter of the statement listed below which most nearly indicates the level of education achieved:

By father or male guardian _____ By mother or female guardian _____

a. Completed grade 8 or less
b. Completed some high school but did not graduate
c. Received H.S. diploma or GED
d. Completed one year of college or vocational school beyond high school
e. Completed two years of college or vocational school
f. Received an Associate Degree
g. Received Bachelors Degree
h. Received Masters Degree
i. Received Doctorate or Professional Degree

2. Indicate the number of brothers and sisters in your family who are claimed as dependents by your parents.

Number of brothers _____ Number of sisters _____

3. Indicate the number of brothers and sisters no longer living with the family unit. _____

4. Indicate the total gross income earned by both parents last year by checking the appropriate category below. (Self-employed persons use adjusted gross income.)

_____ a.) Less than $3000
_____ b.) $3000 - $5999
_____ c.) $6000 - $7499
_____ d.) $7500 - $8999
_____ e.) $9000 - $11999
_____ f.) $12000 - $14999
_____ g.) $15000 - $19999
_____ h.) $20000 - and above

5. Are both parents employed to earn the above income? ☐ Yes ☐ No

6. Indicate the number of persons who currently live in the family unit:

a. Number of parents _____
b. Number of pre-school children _____
c. Number in school grades K - 12 _____
d. Number in education beyond high school _____
e. Other dependents not listed above _____

7. Will you be employed full-time or part-time while attending LLC? ☐ Yes ☐ No

If yes, how many hours per week? _____.